DOCUMENT RESUME

ED 029 051 UD 001 070

The First Work of These Times: A Report to the People on Education.
Office of Education (DHEW), Washington, D.C.
Pub Date [66]
Note-68p.
EDRS Price MF-$0.50 HC-$3.50
Descriptors-*Educational Legislation, *Federal Aid, *Federal Legislation, Federal Programs
Identifiers-Economic Opportunity Act of 1964, Elementary Secondary Education Act 1965, Higher Education Act of 1965, Vocational Education Act of 1965

This brochure presents brief descriptions of Federal educational legislation enacted between 1963 and 1965. Also included are capsule progress reports of many of the Federally funded programs. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

IS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
RSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
ATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
SITION OR POLICY.

ED029051

the first work of these times

UD 001 070

"If we are learning experiences, we are le for us to go to work, these times and th society is education."

Preside

anything from our

arning that it is time

and the first work of

e first work of our

nt Lyndon B. Johnson

AMERICA GOES TO SCHOOL

More than 54 million Americans – one in every four – go to school today.

In the last decade, the number of Americans graduating from high school each year almost doubled–from 1,351,000 in 1954-55 to 2,567,000 in 1964-65.

In that same period, the number of college graduates each year has risen 85 percent, from 388,843 in 1954-55, to 746,124 in 1964-65.

One in every 10 elementary and secondary school students studies in a classroom built or remodeled with Federal funds.

One college student of every four will receive some kind of Federal aid toward his education expenses during the 1965-66 academic year. Three years ago, the figure was one in 15.

One of every two Americans working toward a doctorate is studying at a university that received Federal funds to build graduate facilities.

One of every four American colleges has received a Federal loan or grant for the construction of undergraduate facilities.

One of every five public high school students participates in a vocational education program supported by Federal funds.

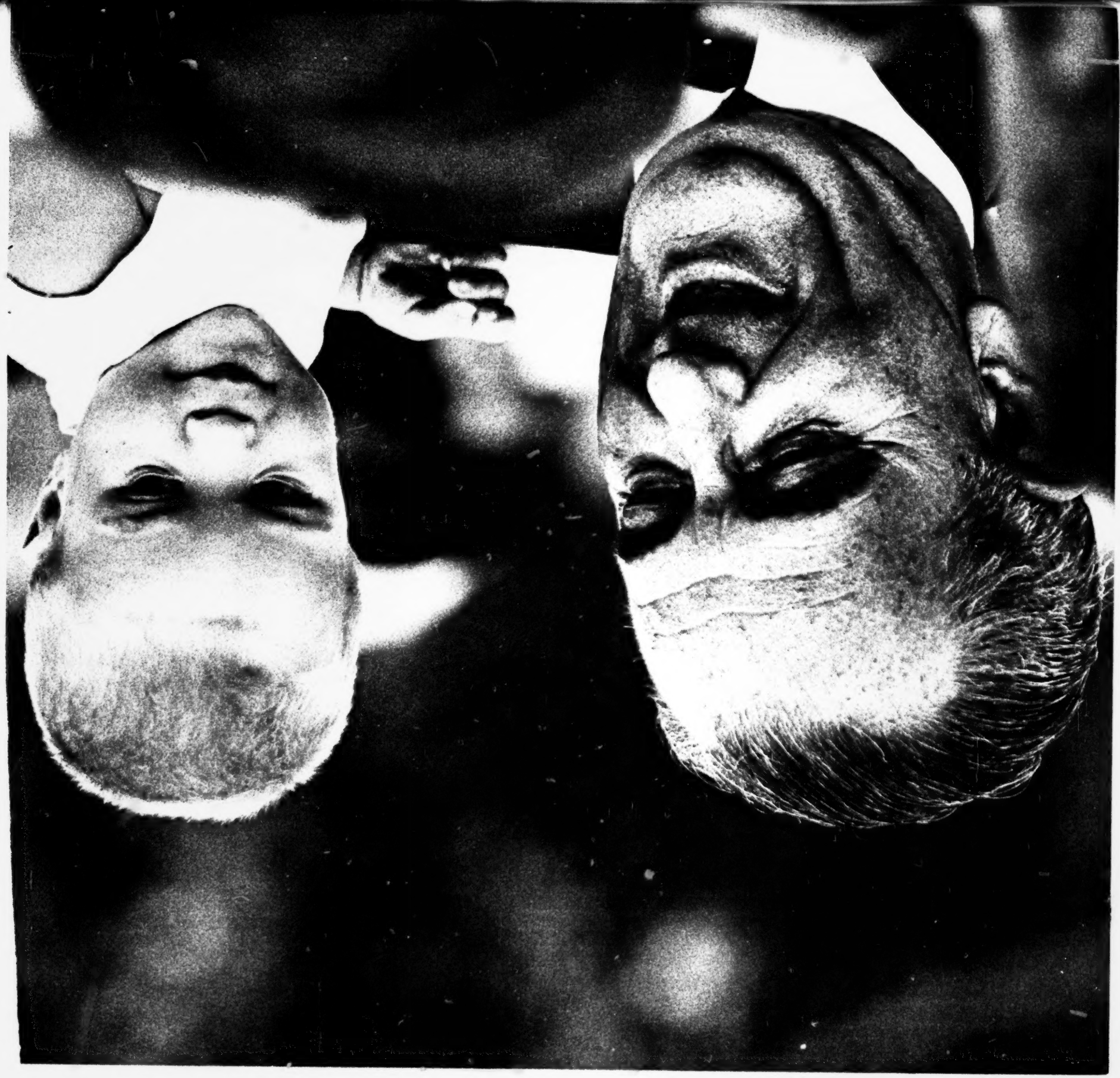
For every student enrolled in an educational television course in 1963, there are four students enrolled today.

Total American expenditures for education have more than doubled in the past decade, from $15.9 billion in 1953-54, to $32.6 billion in 1963-64.

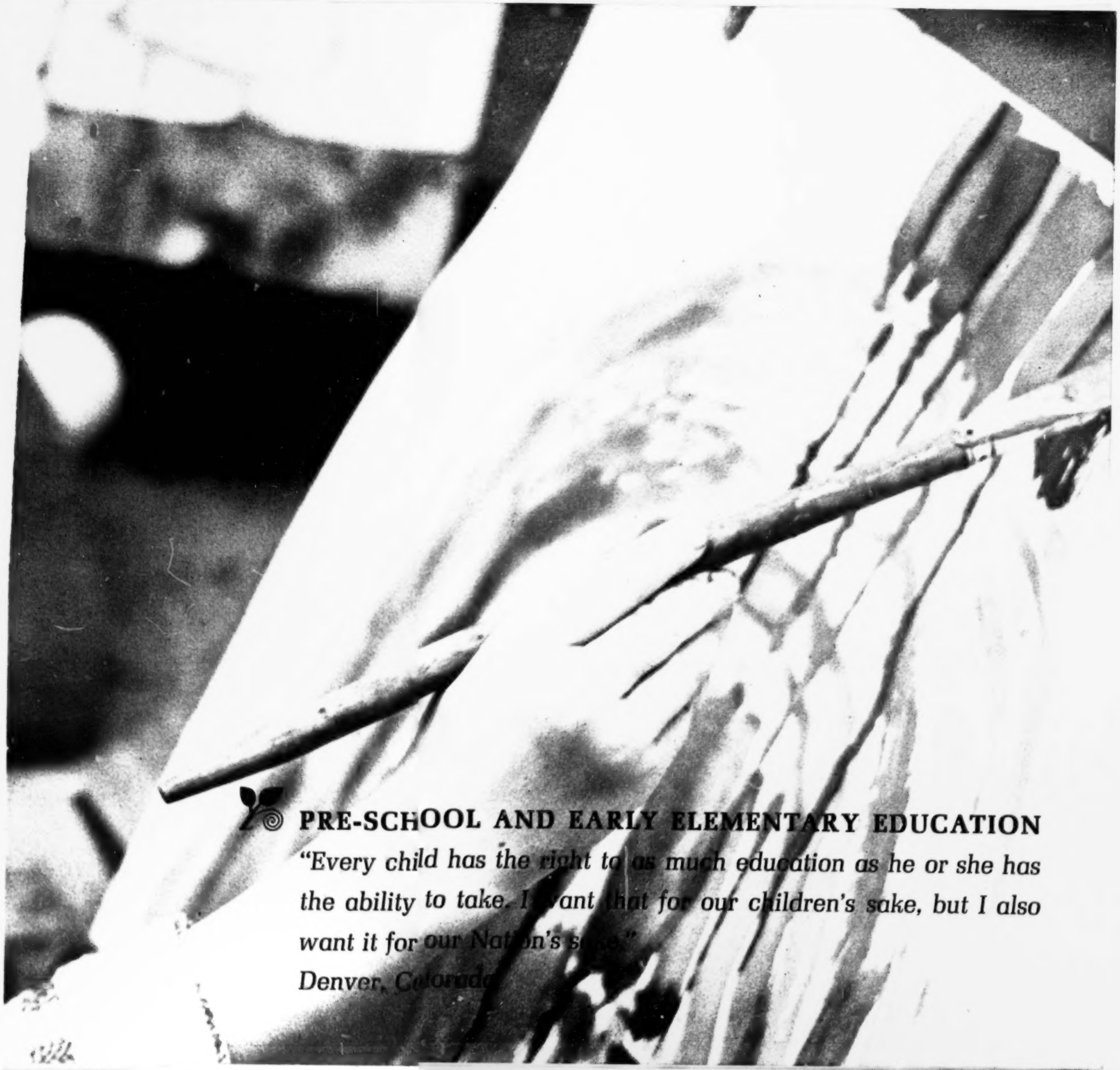
AMERICA GOES TO SCHOOL

Office of Education-EEOP

Research and Materials Branch



PRE-SCHOOL AND EARLY ELEMENTARY EDUCATION 7
Pre-school programs 8
Early elementary education 10
ELEMENTARY AND SECONDARY EDUCATION 13
Elementary and secondary education 14
The national teacher corps 15
New ways to teach and learn 17
Education for the world of work 18
Aid to impacted areas 20
New equipment and classrooms 21
Education of the handicapped 23
AID TO COLLEGES AND COLLEGE STUDENTS 24
Financial aid to college students 26
College work-study programs 29
Better libraries and librarians 30
Strengthening small colleges 32
Campus building loans and grants 35
SUPPORT FOR GRADUATE EDUCATION 38
Fellowships for future college teachers 40
Better teachers for our schools 41
Aid for graduate school construction 43
Centers of international studies 44
Centers for research and development 46
ADULT AND COMMUNITY EDUCATION 49
University service to communities 50
Helping people get back to work 52
Aid for public libraries 55
Basic education for adults 57
Helping state departments of education 58
Educational television 61
Enriching American life 62
LANDMARK EDUCATION LEGISLATION 64



PRE-SCHOOL AND EARLY ELEMENTARY EDUCATION

"Every child has the right to as much education as he or she has the ability to take. I want that for our children's sake, but I also want it for our Nation's sake."

Denver, Colorado

PRE-SCHOOL PROGRAMS

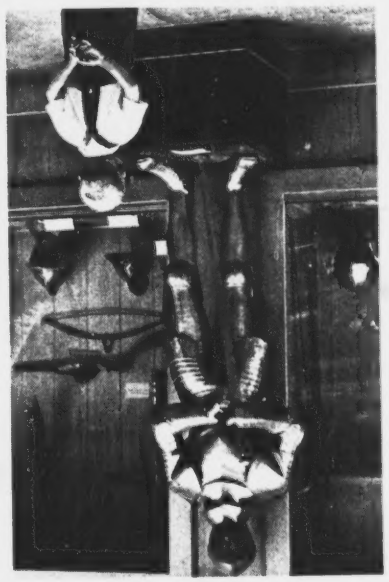
Teachers have known for a long time that family life in slum areas can damage a child's ability to learn even before he enters school. With the Economic Opportunity Act of 1964, Congress offered a plan to help communities establish pre-school programs to give these children a head start on education.

These programs try to develop such basic skills as the ability to handle simple English sentences, which children ordinarily—but often do not—acquire at home. Teachers read stories, and offer a calm, reassuring atmosphere for conversation. They record and play back children's voices, familiarizing them with the sort of talk they will hear later in school.

Children in these programs are also given balanced, nutritious meals, medical examinations, and other basic health services.

During the summer of 1965, 13,350 community centers conducted eight-week programs for approximately 560,000 pre-school children.

The success of these pre-school programs led Congress to include additional support for them in the Elementary and Secondary Education Act of 1965.



EARLY ELEMENTARY EDUCATION

Many American families live in poverty because the parents are uneducated. Concentrations of low-income families in a rural or urban community usually produce poor schools, and these, in turn, often train their children for the same poverty that deprived their parents' lives of hope or joy.

The Elementary and Secondary Education Act of 1965 is an attempt to break this cycle of poverty, poor education, and poverty again. It gives local educational agencies, such as city school districts, $775 million to pour into the ghetto schools to improve their buildings, libraries, and courses. The money can also be used to hire additional teachers, buy laboratory equipment and textbooks, or provide health and food services.

Each local school district is free to devise its own plan for using the funds, and must have the plan approved by its State department of education. Thus this huge investment in education, though provided by the Federal government, is controlled by State and local authorities.

ELEMENTARY AND SECONDARY EDUCATION

"The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents."
Ann Arbor, Michigan

ELEMENTARY AND SECONDARY EDUCATION

The Elementary and Secondary Act, signed into law by President Johnson in April, 1965, is the Nation's most comprehensive effort to improve America's grade and high schools, which enroll more than 41 million students . . . one American of every five. The Act has five parts, each designed to attack an especially harmful weakness in our grade and high school systems:

- Of the $987 million set aside by Congress, $775 million goes to local school districts to help them improve schools in areas where there are concentrations of low-income ($2,000-a-year or less) families.
- It provides $100 million to improve and expand school libraries, and to purchase such educational materials as textbooks, magazines, tape recordings, and phonograph records.
- It channels another $75 million to create supplementary centers for those extra services that make the difference between an average school and a fine one. These include special facilities for instruction in science, music, and the arts, guidance and counseling services, and visits to museums, theatres, and art galleries.
- The Act provides $20 million for the construction and operation of educational research centers, and for the expansion of studies to improve teaching methods.
- Finally, it sets aside $17 million for the improvement of State departments of education.

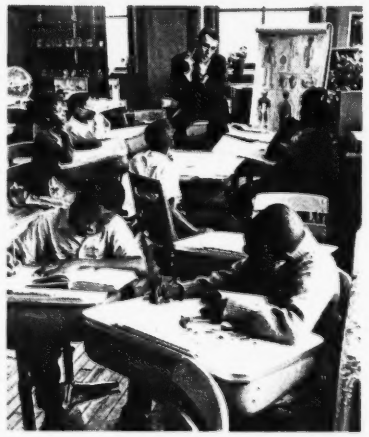
THE NATIONAL TEACHER CORPS

Education offers the children of the poor the brightest hope for escape from the bitter cycle of ignorance and poverty. Yet the shortage of good teachers is often most acute in city slums and depressed rural areas.

The National Teacher Corps, established under the Higher Education Act of 1965, provides dedicated teachers for the children who need them most. The Corps will be made up of approximately 6,000 experienced teachers and recent college graduates who volunteer to teach in schools where many of the children come from low-income families. The teacher-interns serve as members of teaching teams under the leadership of an experienced teacher.

All Teacher Corps members receive special training before starting on their teaching assignments. Teacher interns also participate in intensive training programs carried out by experienced teachers in cooperation with institutions of higher education.

Through the Teacher Corps, education recruits the talent and enthusiasm of men and women with a strong desire to teach in the areas where good teachers are in greatest demand.



NEW WAYS TO TEACH AND LEARN

Mental tests given to draftees and recruits by the armed forces after World War II revealed shocking weaknesses in the scientific and mathematical backgrounds of many high school graduates. Investigation showed that many high school courses of study reflected outdated concepts, not 20th century knowledge.

When Sputnik streaked into the sky in 1957, Americans felt a new and urgent need for education. Advancing technology, the dropout problem, and a growing labor market—all spurred the Nation to change and improve American education.

Congress responded with the Cooperative Research Program in 1958. Under this program, the Office of Education finances research to improve courses of study at all levels of education.

Another program, part of the National Defense Education Act, supports research into the educational uses of communications media such as television, radio, motion pictures, tape recordings, and teaching machines.

PROGRESS REPORT

☐ *In 1963, 200 researchers were working on 48 projects to improve course content. Two years later, contracts awarded by the Office of Education were helping to finance 185 research projects staffed by more than 1,000 educational specialists.*

☐ *In 1963, 40 colleges and universities were conducting research on curriculum. Two years later, studies of course content were being conducted at 142 institutions of higher education.*

☐ *This research has led to such innovations as the development of machines to teach vocabulary to deaf children, to the introduction of a calculus program in grammar schools, and to the use of tape recordings to teach Russian to U.S. Naval Reserve officers.*

EDUCATION FOR THE WORLD OF WORK

Since 1917, the Federal government has provided funds to support vocational training in our high schools. Programs have expanded gradually, but automation dramatized the urgency of a new thrust in vocational education.

The Vocational Education Act of 1963 provides such a thrust. Through grants to State educational agencies, it supports vocational and technical training programs in high schools and beyond. It supports work-study opportunities to help needy young people stay in school. It finances teacher training and expands research in vocational studies.

For the first time it permits Federal funds to help build area vocational and technical schools—institutions that will place modern training opportunities within commuting distance of anyone preparing for the world of work.

The Federal emphasis is on program flexibility. Research and development—with business and community leaders giving their advice and support to schools and colleges—will upgrade vocational education and keep it responsive to the times.

PROGRESS REPORT

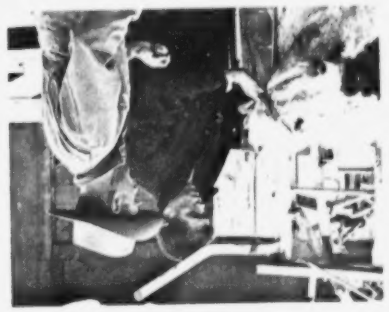
☐ *Approximately one in every five public high school students in the United States participates in a Federally-aided vocational program today.*

☐ *Twenty-seven States plan 209 vocational and technical schools, and 62 educational institutions in ten States have been designated as area centers to provide vocational and technical education programs.*

☐ *Fall 1965 enrollments in vocational and technical schools will total 7,790,000, an increase of 30 percent over 1964 enrollments.*

☐ *45,000 persons have benefited from the work-study program since it was established in the Spring of 1965. More than 100,000 students will be in work-study programs by June, 1966.*

☐ *Federal funds for construction of vocational and technical schools, first made available in early 1965, have helped 125 projects. When completed, they will increase overall enrollments by 412,500.*



GREEN
PEPPERS
CARROTS

AID TO IMPACTED AREAS

Children from families on Federal installations have overburdened local school facilities since the early days of the Nation. During the 1940's, when more than 16 million men were mobilized for war, the problem became so acute that Congress adopted the emergency Lanham Act program to help communities affected by a nearby military base or other Federal installation to build, maintain, and operate their schools.

But the postwar adjustment took place more slowly than anticipated. Analysis of 410 school districts seriously affected by Federal activities showed school enrollments for 1949-50 were 1,816,000—66 percent higher than in the last normal year. These districts had built more than 12,000 schoolrooms costing more than $138 million, but even the new facilities were overcrowded.

Congress concluded that the Federal Government had a responsibility to meet this increasingly critical situation, and in the fall of 1950 authorized financial aid to local educational agencies in federally affected areas for the construction of school facilities. The program has been modified several times, usually to provide increased benefits.

PROGRESS REPORT

☐ *From July, 1963, through June, 1964, Federal funds allocated to school districts under this program built classrooms to accommodate 17,675 students.*

☐ *During the next 12 months, this program financed the construction of classrooms for 77,300 students, and thus put four times as many students into new classrooms as in the preceding year.*

☐ *In the fall of 1965, approximately 12,800,000 students will attend schools in Federally affected areas.*

NEW EQUIPMENT AND CLASSROOMS

In the wake of the first orbital flight of the Russian Sputnik in 1957, Congress greatly expanded our space program and then went on, in the National Defense Education Act, to strengthen the Nation's educational system. Among the provisions of this Act, is a program of loans and grants to the States to enable them to improve instruction in so-called "critical" subjects.

Congress originally limited its financial aid to courses in science, mathematics, and modern foreign languages. With the expansion of our international responsibilities, the list of "critical" subjects was broadened in 1963 to include history, civics, geography, English, and reading.

This Act also authorizes financial aid for the purchase of educational equipment and materials, for minor remodeling, and for State supervision of the programs. Funds are given to public schools, and loaned to private schools.

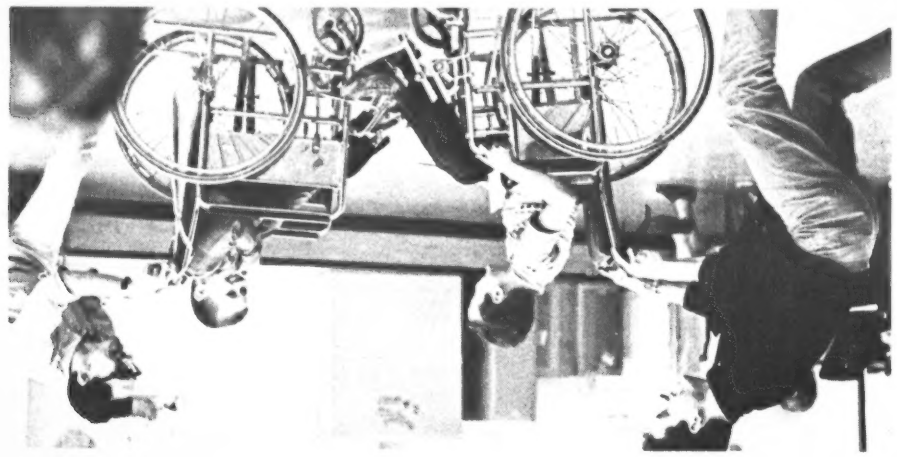
PROGRESS REPORT

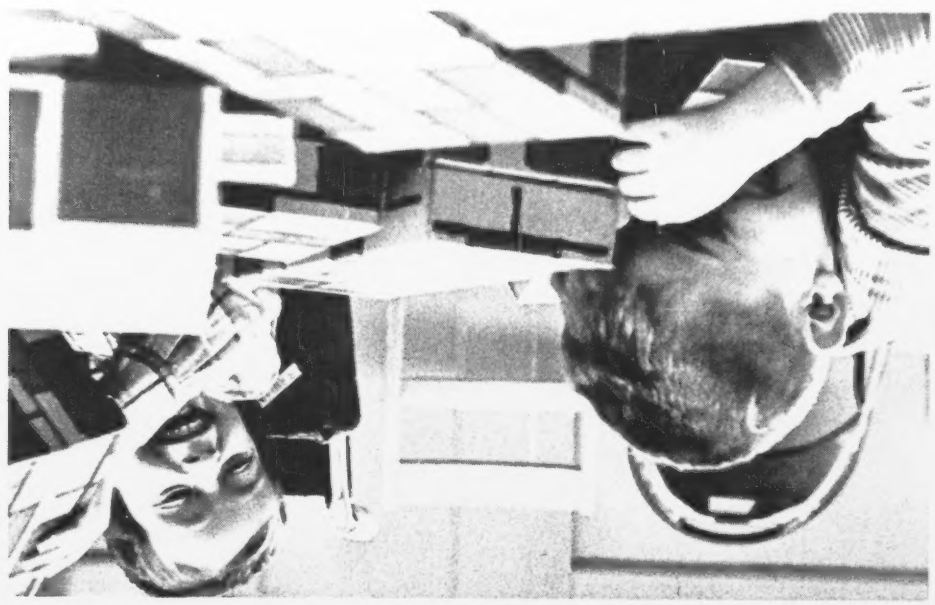
☐ *More than 6,000 elementary and secondary school classrooms have been remodeled under the critical subjects program in the last two years.*

☐ *Nearly 3,500,000 children have studied in classrooms remodeled under this program.*

☐ *An estimated three out of five children in the secondary schools and three out of four in the elementary schools are benefiting.*

☐ *Educational equipment purchased includes planetariums, stereoscopic microscopes, satellite tracking apparatus, radiation counters, plant collections, aquariums, anatomical and atomic models, electronic recorders, globes, microfilm readers, tapes, and controlled reading devices.*





EDUCATION OF THE HANDICAPPED

With the passage of the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, Congress recognized that the 10 to 15 percent of our children who are handicapped – deaf, mentally retarded, handicapped in their speech or sight, crippled or emotionally disturbed – must have specially trained teachers and vastly improved courses of study. Better education for the handicapped, in addition to being humane, can save thousands of people yearly for full participation in the working world.

The Act authorizes grants to universities and state agencies for the training of specialists who in turn will train teachers of the handicapped. The Act also supports state and local educational agencies, colleges and universities, and other research organizations in projects to develop new courses, methods, materials, and equipment for educating handicapped children.

PROGRESS REPORT

☐ *In 1963, 166 teachers were taking special courses to fit them for teaching handicapped children; by 1965, the number had leaped to 5,000.*

☐ *Of America's 60,000 teachers of the handicapped, 10,000 have been trained under this program; in general, these are the most competent teachers in the field.*

☐ *Since March, 1964, 66 projects to improve techniques for educating handicapped children have been initiated.*

☐ *These research projects have enlisted the efforts of hundreds of teachers, psychologists, psychiatrists, social workers, nurses, and statisticians, and will benefit some 5,000,000 handicapped children throughout the United States.*

AID TO COLLEGES AND COLLEGE STUDENTS

"In the next decade our goal is to open the door of higher education to every youngster in America who qualifies."
San Francisco, California

FINANCIAL AID TO COLLEGE STUDENTS

Sending a son or daughter to college is the second largest expense in the average family budget—only a home costs more.

With today's average family income of $6000 a year, millions of young people cannot afford to go to college. The relationship between family income and college attendance is clear: In 1960, 78 percent of high school graduates whose families' incomes were at least $12,000 attended college, while only 33 percent of students whose families earned $3000 or less went on to higher education.

Because of the rising costs of a college education, student loan programs are key provisions in the National Defense Education and Higher Education Acts.

In both programs, undergraduates may borrow up to $1000 a year, with a total of $5000. Under NDEA, graduate students can borrow $2500 annually, and a total of $10,000. The Higher Education Act permits graduate students to borrow $1500 a year, to a total of $7500.

One of the most significant aspects of the Higher Education Act is its provision for 140,000 "educational opportunity grants" to students who would otherwise be unable to continue their education. This is the first time the Federal government has provided scholarships to undergraduates.

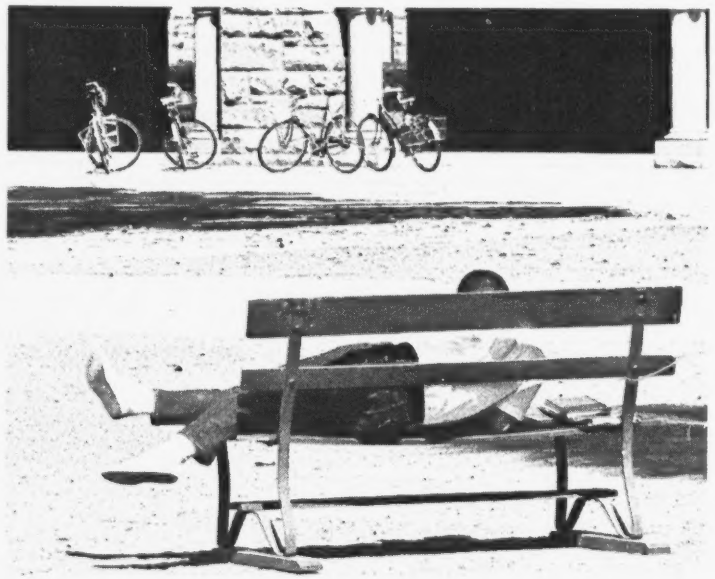
PROGRESS REPORT

☐ *By June, 1966, approximately 890,000 students at 1,700 institutions will have borrowed almost $800 million to finance their college education.*

☐ *Of these, 536,000, or 60 percent, have enrolled in college with financial aid from this program since fall, 1963. Thus in the last two years, this program has benefited three students for every two that were helped by it in the preceding six years.*

☐ *Since fall, 1963, more than 100,000 student-borrowers have applied for partial cancellation of their loans because they have become teachers.*

☐ *During the school year starting in September, 1966, about 530,000 students will borrow approximately $400 million for an average loan of $750 under the new guaranteed student loan program.*



CASHIER
+
HOURS
9 A.M. TO 4 P.M.

COLLEGE WORK-STUDY PROGRAMS

In January, 1965, President Johnson told Congress that each year, about 100,000 high school graduates academically qualified to enter college fail to do so for lack of money. "The cost of this neglect runs high," he said, "both for the youth and the Nation." He proposed that Congress join him in declaring "a national goal of full educational opportunity."

Only the most gifted students from low-income families are likely to receive college scholarships sufficient to pay their college expenses. The son of a family with an annual income of $3,000 has only one-fourth as much chance to attend college as the son of a $12,000-income family, even though the two have identical academic credentials.

The College Work-Study program is a major effort to halt this drain of talent and promise. It provides part-time jobs for needy students to help them finance their college education. They may work up to 15 hours a week, and full time during the summer if they have no classes.

PROGRESS REPORT

☐ *By June, 1965, six months after this program was enacted, 37,000 students were benefiting from it; by September, 1965, the figure rose to 41,000.*
☐ *Office of Education specialists estimate that four out of five of these students could not attend college without the earnings provided by this program.*
☐ *At the end of the 1964-65 academic year, 783 colleges and universities were providing part-time employment under this program; next year, 1,100 institutions will cooperate with the Federal government to employ approxiately 106,000 students.*

BETTER LIBRARIES AND LIBRARIANS

Excellence in education depends increasingly on well-stocked libraries and the services of professional librarians. Yet well over 50 percent of our institutions of higher learning have a wholly inadequate number of volumes in their libraries. Though there is an acute shortage of librarians in schools throughout the country, fewer than half the needed professional librarians are being graduated each year.

Through the Higher Education Act of 1965, colleges and universities may receive Federal grants to help fill their library shelves and to train librarians. Colleges may use the purchase funds for books, periodicals, documents, magnetic tapes, phonograph records and other library materials. Training funds support courses in librarianship and fellowships or traineeships for library students.

Grants are also available for research and demonstration projects relating to the improvement of libraries or the improvement of training in librarianship.

This support will help libraries to fill their vital role as the intellectual centers of our schools at all educational levels.

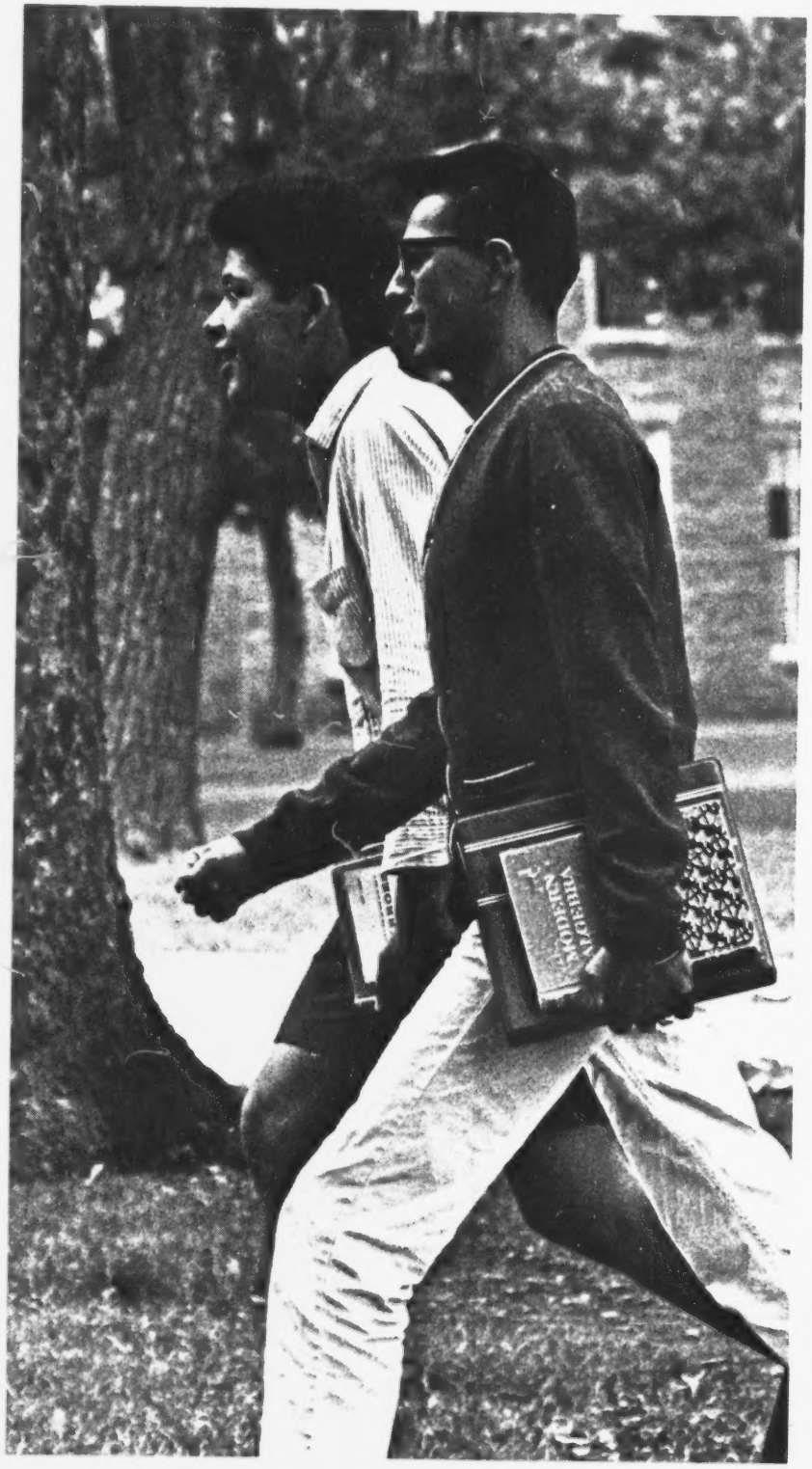
STRENGTHENING SMALL COLLEGES

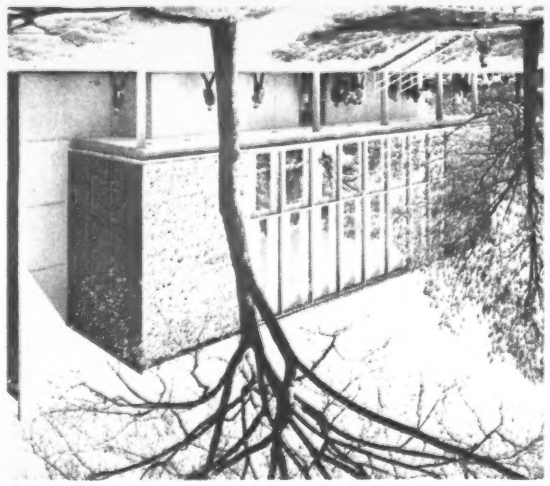
Higher education has been going through a period of rapid expansion since the end of World War II. Several hundred new colleges have been established to accommodate the growing numbers of boys and girls who wish to continue their education beyond high school.

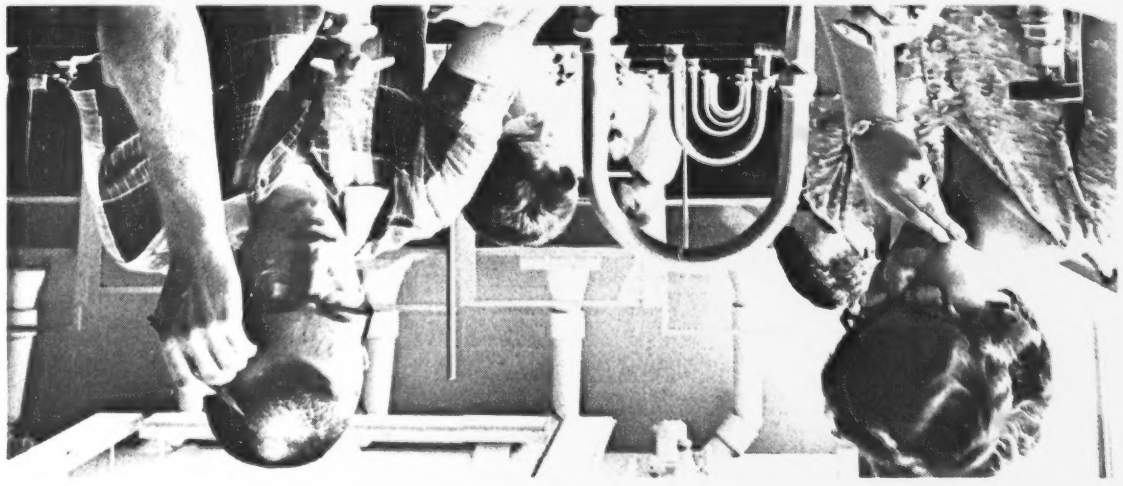
Unfortunately, many of these colleges lack the resources to meet acceptable academic standards. It is essential to improve the quality of education in many of our smaller and newer institutions of higher learning.

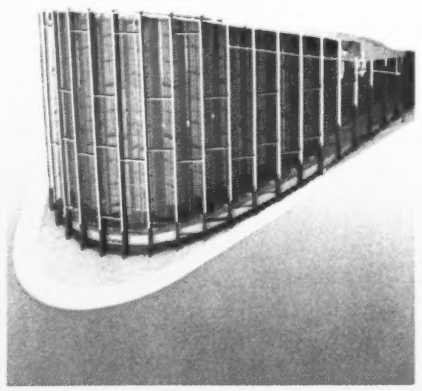
The Higher Education Act of 1965 assists developing colleges through Federal grants to promote faculty improvement programs, new courses and study materials, the exchange of faculty members and students with other colleges, the joint use of libraries and laboratories, and programs in which students alternate periods of study with periods of work.

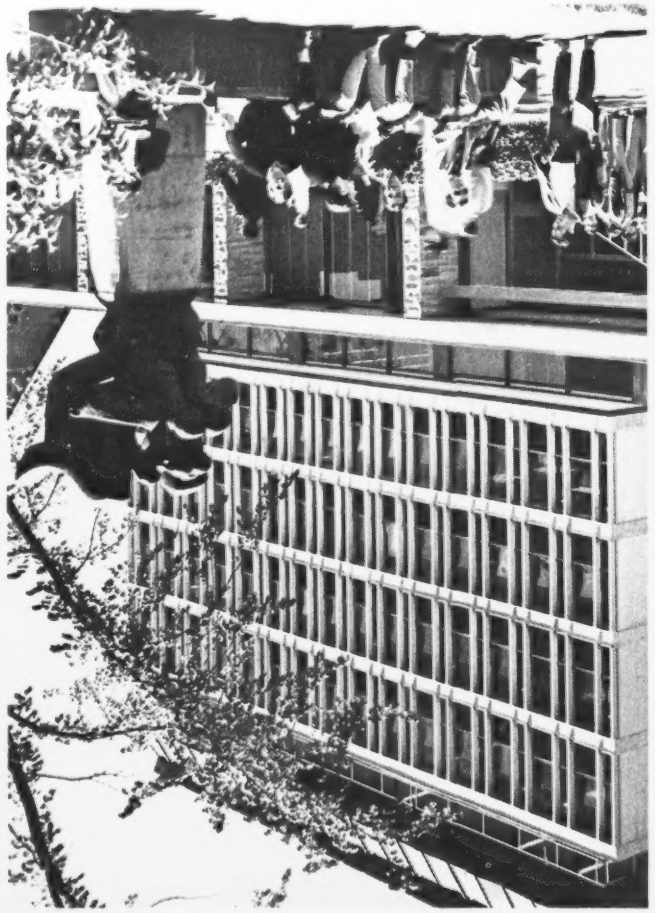
The Act also provides for fellowships to encourage junior faculty members and highly qualified graduate students from established universities to teach at developing colleges.


MODERN NIGERIA









CAMPUS BUILDING LOANS AND GRANTS

The number of college and university students in the United States rose from 2.4 million in 1954 to 4.9 million in 1964, and is expected to reach 8.7 million by 1974. This tremendous rise in enrollments has often forced colleges to sacrifice academic quality to make room for the swelling stream of students.

The Nation's colleges and universities are receiving help in coping with mounting registrations under the Higher Education Facilities Act of 1963, which provides grants and loans to build and improve classrooms, laboratories, libraries and other academic facilities.

For fiscal year 1966, Congress voted $630 million in grants and loans for this construction program.

PROGRESS REPORT

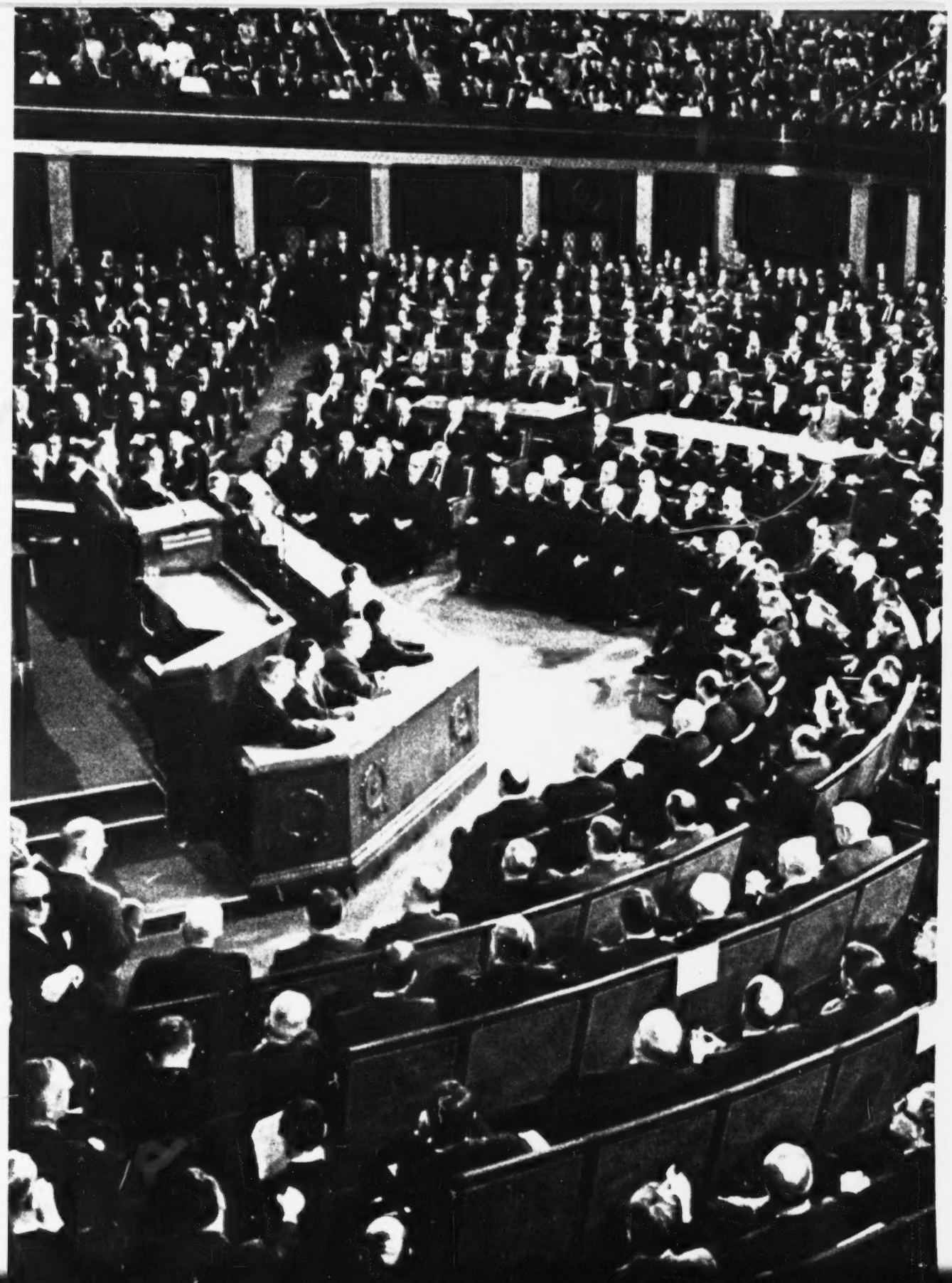
☐ *During fiscal year 1965, 460 colleges, universities, and branch campuses received Federal grants or loans to build or improve undergraduate academic facilities.*

☐ *Undergraduate enrollment at these institutions at the beginning of the 1964-65 academic year was 1,418,280; by October, 1967, these institutions anticipate an enrollment of 1,983,659.*

☐ *Funds from this program helped establish or expand 26 community colleges and technical institutes that will enroll 43,350 students by the fall of 1967.*

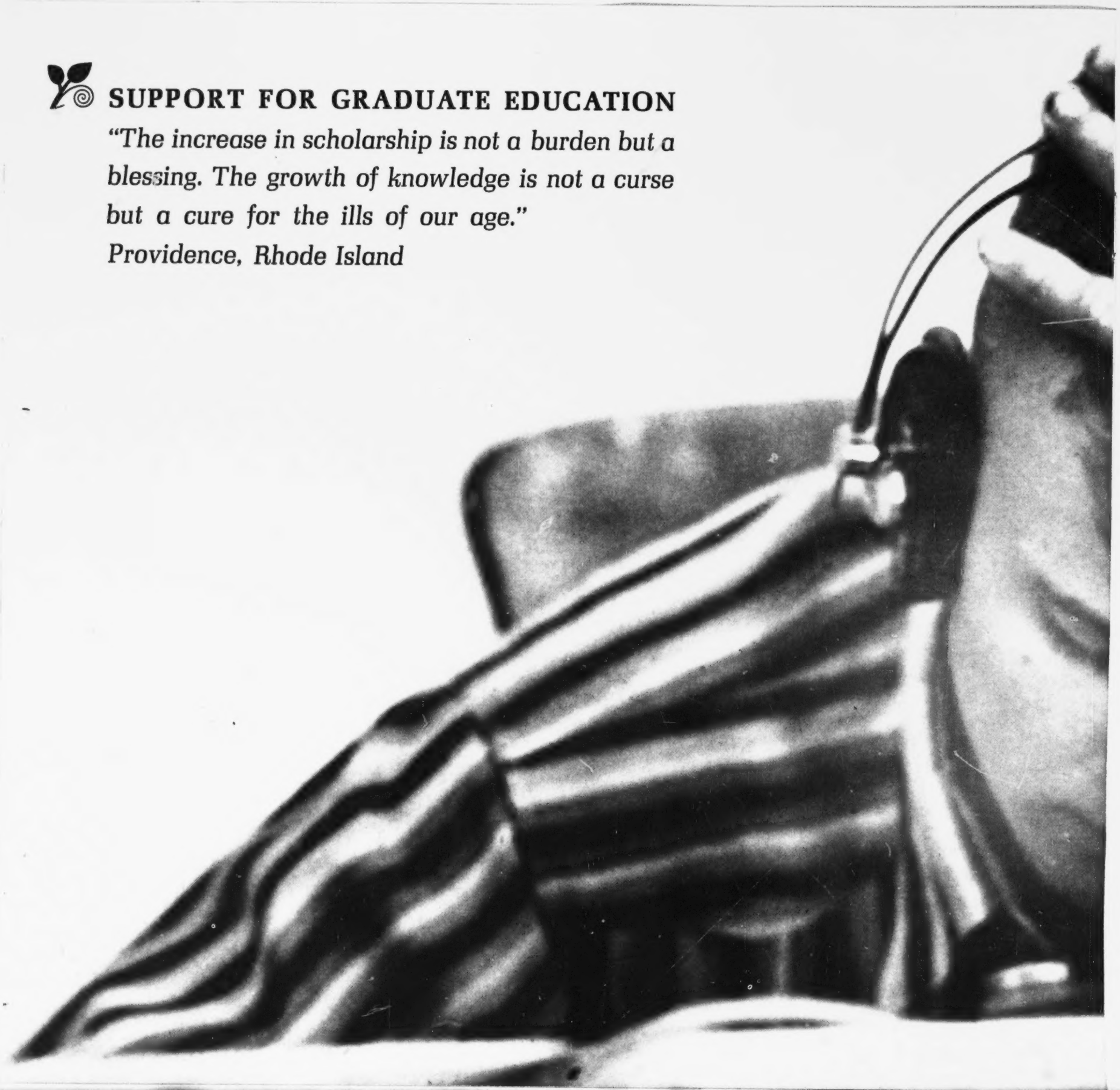
☐ *Grants and loans under this program have helped finance 214 libraries and 351 laboratory, classroom, and administrative buildings.*

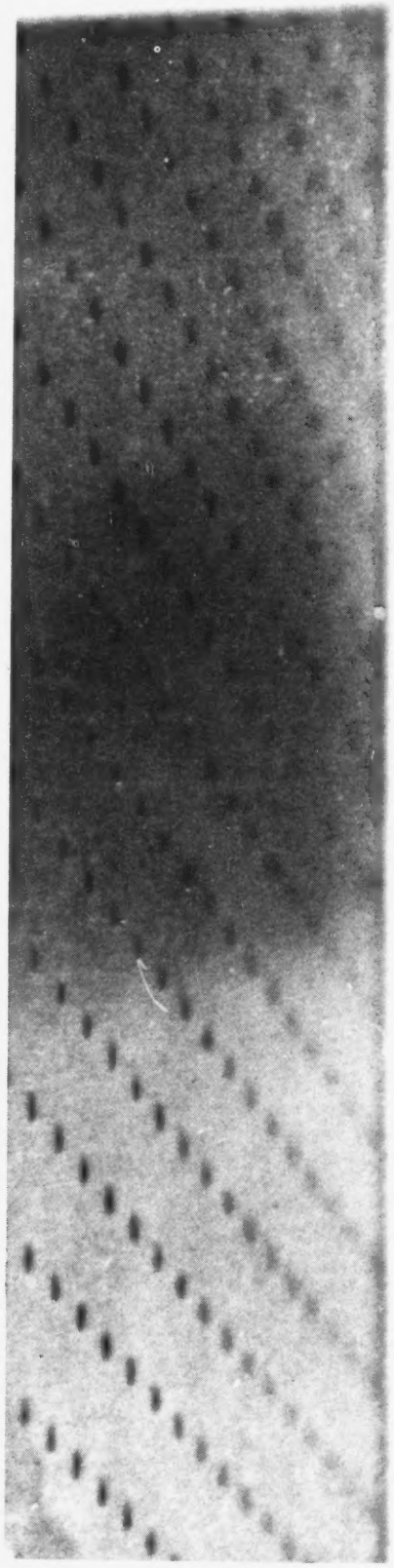
"Education should be open to every boy and girl in America up to the highest level that he can possibly take."



SUPPORT FOR GRADUATE EDUCATION

"The increase in scholarship is not a burden but a blessing. The growth of knowledge is not a curse but a cure for the ills of our age."
Providence, Rhode Island





FELLOWSHIPS FOR FUTURE COLLEGE TEACHERS

The Graduate Fellowship Program encourages college graduates to prepare for teaching careers in colleges and universities by giving them money to pay their expenses in graduate school.

Each fellowship is normally a three-year award, and is given only to students who devote their full time to study or research, and who maintain a satisfactory academic record.

The award provides $2,000 to each fellow during his first year of study, $2,200 for the second, and $2,400 for the third. In addition, married fellows receive $400 a year for each dependent. Fellows may apply for an extra payment of $400 plus $100 for each dependent to enable them to study during the summer.

The Office of Education, which administers this program, also pays $2,500 for each fellow to the university at which he studies. The Office subtracts from this grant any tuition charged by the university.

PROGRESS REPORT

☐ *In September, 1963, more than 4,100 graduate students received aid under this program.*

☐ *In September, 1965, more than 5,800 graduate students received such aid, a 40 percent increase.*

☐ *Among the fellowship awards, nearly one of every three is in the social sciences, one of every four in the humanities, one out of five in the physical sciences, and one out of six in the biological sciences.*

BETTER TEACHERS FOR OUR SCHOOLS

As one of the provisions of the National Defense Education Act, Congress voted to finance "institutes"—special programs of courses given by colleges and universities—to train teachers, librarians, and other school personnel to educate children whose ability to learn has been handicapped by unfavorable conditions at home. The Act provides for institutes in English, modern foreign languages, history, and geography.

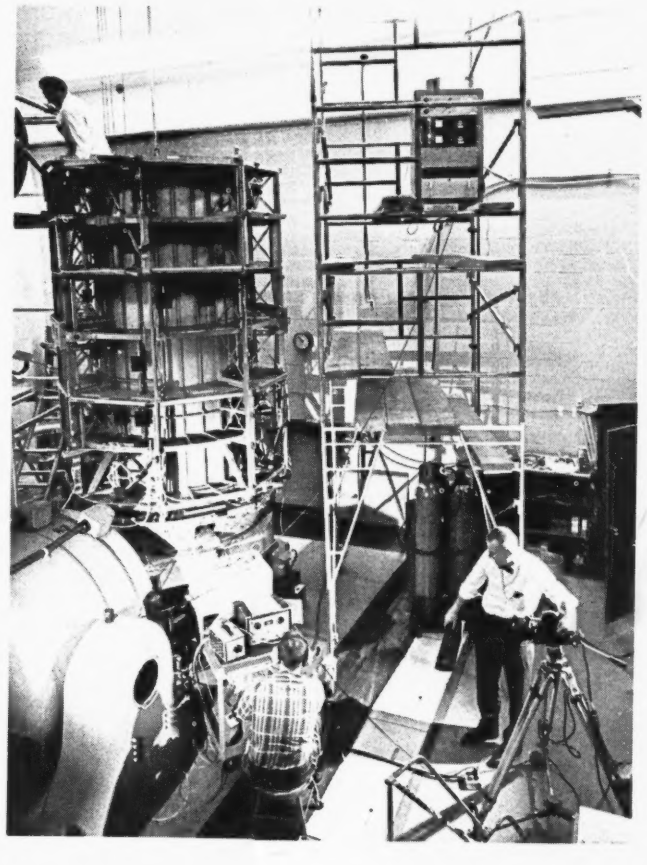
The courses taught in these institutes introduce teachers to new, more effective ways of teaching, and to acquaint them with new educational materials, such as textbooks, teaching machines, and the use of television in the classroom. In addition, they give foreign language instructors a better understanding of the country whose language they are teaching.

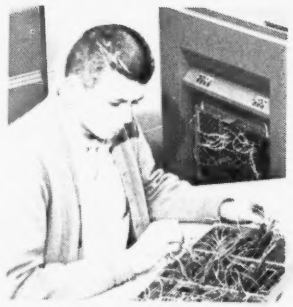
PROGRESS REPORT

☐ *From 1958 through 1963, 11,281 teachers enrolled in institutes financed by this program; in the two years since, nearly three times as many teachers have received training under it.*

☐ *Since fall, 1963, nearly twice as many teacher institutes have been conducted as were held during the previous five years.*

☐ *More than 400,000 elementary and secondary school children benefited from the instruction given their teachers under this program before December, 1963; since then, an additional 633,933 students have received improved instruction because of it.*





AID FOR GRADUATE SCHOOL CONSTRUCTION

The number of graduate students in American universities is more than doubling every decade. From 1954 to 1964 graduate enrollments increased from 200,000 to 500,000. By 1974, they are expected to reach 1,100,000.

Despite this increase, the number of doctorates granted each year is still too small to meet the Nation's accelerating demand for highly educated minds; only 24 universities in 14 States confer 55 percent of the doctorates.

The Federal Government is seeking to improve and expand graduate school facilities through the Higher Education Facilities Act of 1963. This Act provides for a five-year program of matching grants and loans for the construction, rehabilitation, and improvement of classrooms, laboratories, libraries and other academic facilities.

The graduate facilities program got under way in April, 1965, when the first grants were recommended. The $60 million appropriated by Congress for fiscal 1965 had been allocated by the end of the fiscal year.

PROGRESS REPORT

☐ *During fiscal 1965, the Federal government awarded 85 grants to 71 different institutions for the construction of graduate facilities.*

☐ *These institutions enroll 152,726 graduate students . . . one third the total in the United States.*

☐ *Each of the 71 institutions which received grants for graduate facility construction confers doctorates. Ph.D. candidates in these institutions represent more than one of every two American students working toward a doctor's degree.*

CENTERS OF INTERNATIONAL STUDIES

Analysis of foreign language programs in American universities, after World War II revealed two striking weaknesses: the lack of instruction to non-Western foreign tongues and the lack of programs to teach students about the customs and history of foreign countries.

A few institutions began to introduce non-Western language programs in the middle 1950's, but the necessity for far more rapid development of language skills became a matter of national concern. Congress responded with the National Defense Education Act, which provides for the establishment of Language and Area Centers at colleges and universities throughout the country. In addition, a fellowship program for undergraduates, graduates, and postdoctoral students was initiated to encourage preparation of language teachers.

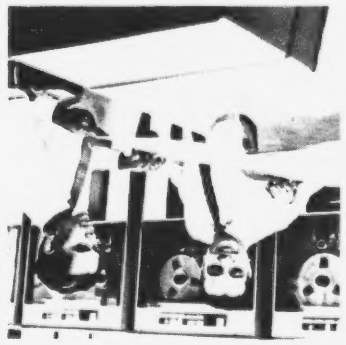
The Office of Education allocated $4,594,109 to 61 colleges and universities for support of 98 Language and Area Centers during the 1965-66 academic year. Sixty-six of the Centers train language specialists at the graduate level, and 32 at the undergraduate.

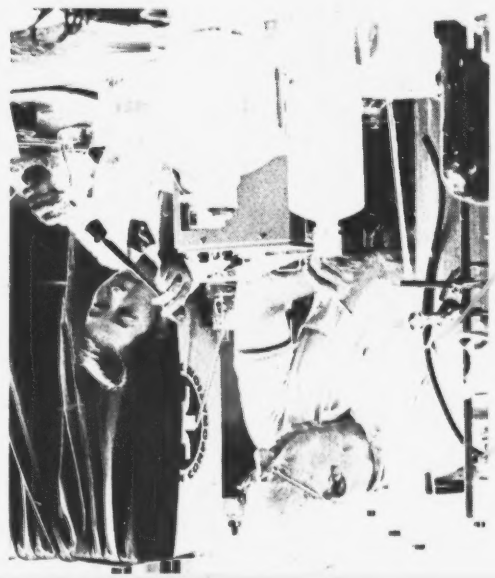
World War II ended the isolationism of the United States and gave the Nation new responsibilities in parts of the globe where we previously had only token representation.

Both government and private business concerns soon found their work hampered by language barriers. The search for Americans well trained in modern foreign languages revealed the inadequacy of language training in our schools.

PROGRESS REPORT

☐ *In 1963, American colleges and universities were operating 55 Language and Area Centers with a total enrollment of 31,567 students; in 1965, there will be 98 Centers with an enrollment of more than 43,000 students.*
☐ *This program provided 1,035 fellowships for graduate study in non-Western languages during 1963; this year, it will finance graduate language study by 1,728 students.*
☐ *The first Language and Area Centers developed specifically to serve undergraduates will begin operation during the 1965-66 academic year.*





CENTERS FOR RESEARCH AND DEVELOPMENT

Though many modern industries spend as much as 10 percent of their annual expenditures on research and development, education—a $40 billion-a-year industry—has devoted less than one-fifth of one percent to research into better ways of teaching.

Since 1954, the Cooperative Research Act has supported educational research by colleges, universities, and State educational agencies. This Act has already resulted in substantial improvements in our schools, but the money available under it—$16 million for fiscal year 1965—is far from adequate.

With the passage of the Elementary and Secondary Education Act of 1965, Congress authorized an additional $70 million for educational research. These funds will build national and regional education research laboratories, expand existing research projects, and train educational researchers.

The Cooperative Research Act also established Research and Development Centers where first-rate scholars and investigators can study and improve educational practice.

PROGRESS REPORT

☐ *Since April, 1964, research and development centers have been established at Harvard University and the Universities of Oregon, Pittsburgh, and Wisconsin.*
☐ *By June, 1966, at least nine centers will be in operation in California, New York, and Texas.*
☐ *An additional 42 colleges and universities have submitted applications for funds to establish research and development centers.*
☐ *Center research has already been issued in new elementary school curriculum materials, training seminars for teachers and school superintendents, and special teaching techniques for underprivileged children.*

SCOTCH

ADULT AND COMMUNITY EDUCATION

"America's most urgent work is educating its people, educating all the people, all the time, wherever they may have been born or wherever they may have chosen to live."

St. Louis, Missouri

UNIVERSITY SERVICE TO COMMUNITIES

Fifty years ago, through the Smith-Lever Act of 1914, Congress asked our colleges to help improve farm production and rural family living. The result was an era of unparalleled progress for American agriculture. Today the help of our colleges and universities is urgently needed in dealing with the growing problems faced by both urban and rural communities.

This help is assured through the Higher Education Act of 1965, which supports colleges and universities in establishing education programs in their communities.

Through these programs, the resources of colleges and universities can be brought to bear on housing, transportation, health and welfare, effective local government, race relations, and poverty.

These programs may range from seminars for community leaders to special courses for uneducated adults.

New extension programs can be developed to meet newly arising problems as the college becomes an increasingly active partner in the life of the community and its people.

SOMEBODY
STOLE MY
HUSBAND
LAST NIGHT

HELPING PEOPLE GET BACK TO WORK

In public school buildings, auto repair shops, hospitals, factories, and offices across the land thousands of American men and women are being trained for useful and challenging work under the Manpower Development and Training Act. Many of them have lost two or three jobs to automation.

In addition to mastering the occupational skills needed to qualify for employment, they are learning to read and figure for the first time. In some cases, their instructors have written simple textbooks based on the world of work so that the texts will appeal to nearly illiterate adults.

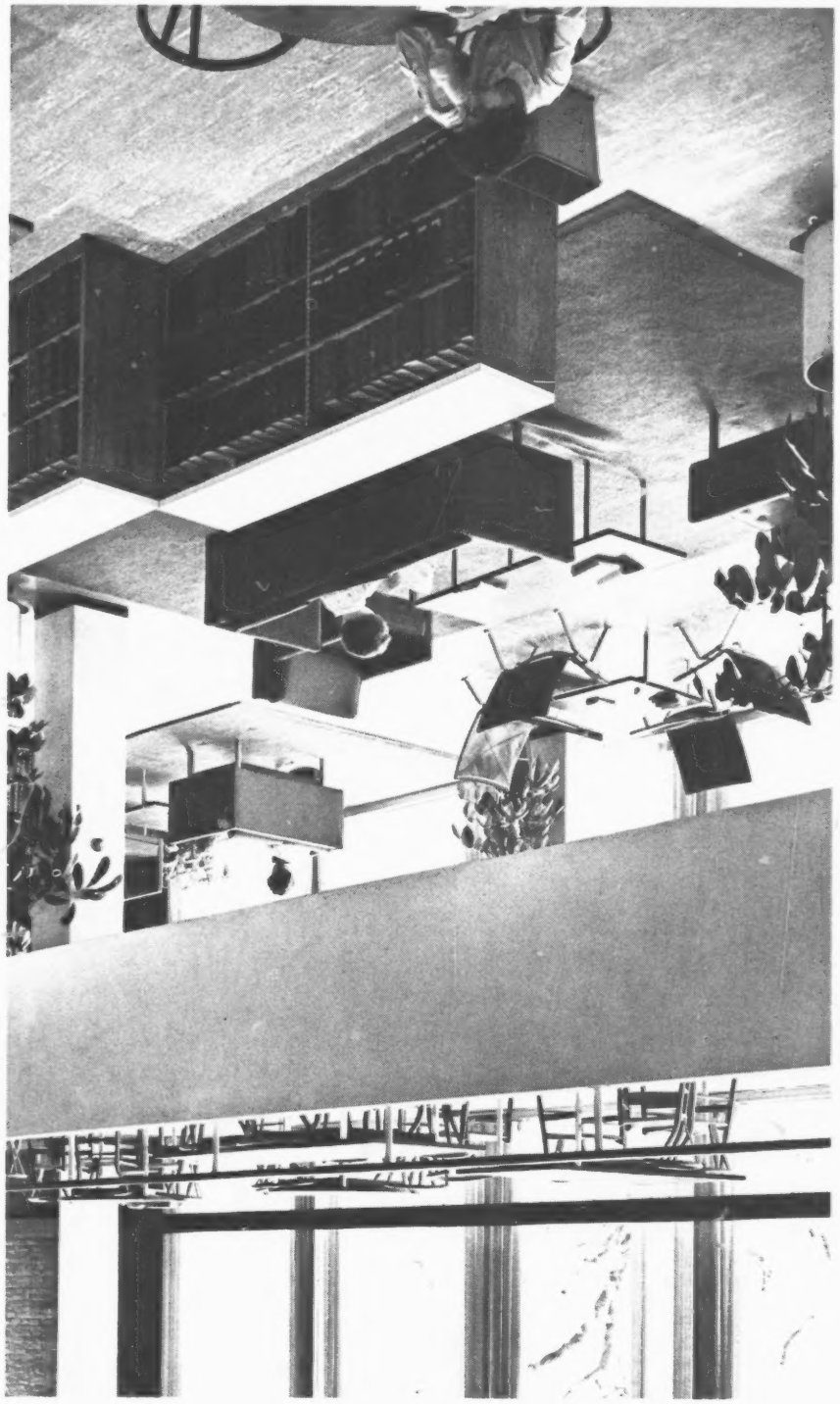
This program is an excellent example of the way governmental agencies can work together. The departments of Commerce, Labor, and Health, Education, and Welfare cooperate to bring employers, jobs, and trainees together so that unemployed people are trained for specific job openings. The Office of Education works through State educational agencies under this program to help unemployed men and women prepare for more than 500 different occupations.

PROGRESS REPORT

☐ *In June, 1964, 4,221 projects were being carried out under the provisions of this program; 12 months later, the number of projects had more than doubled to 9,397.*

☐ *Since December, 1963, when the provisions of this Act were broadened, more than 275,000 persons have been enrolled for training.*

☐ *Of these, more than 207,000 completed training, and about 186,300 were placed in jobs for which they were specifically trained.*



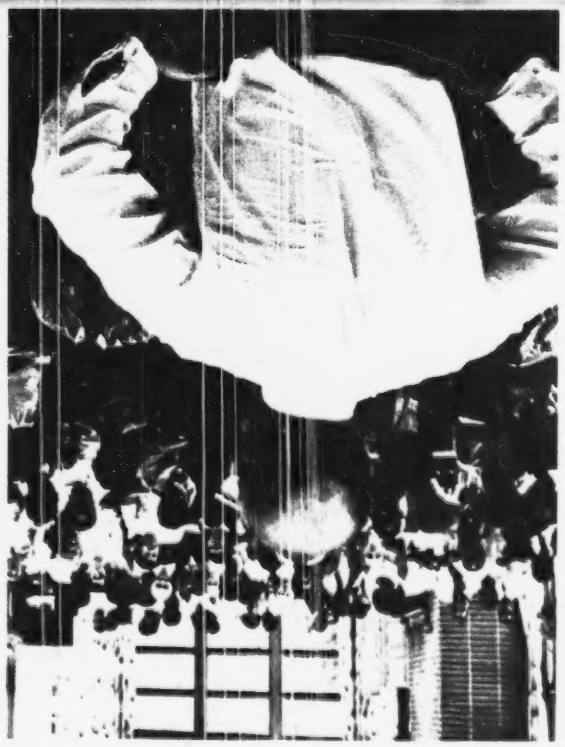
AID FOR PUBLIC LIBRARIES

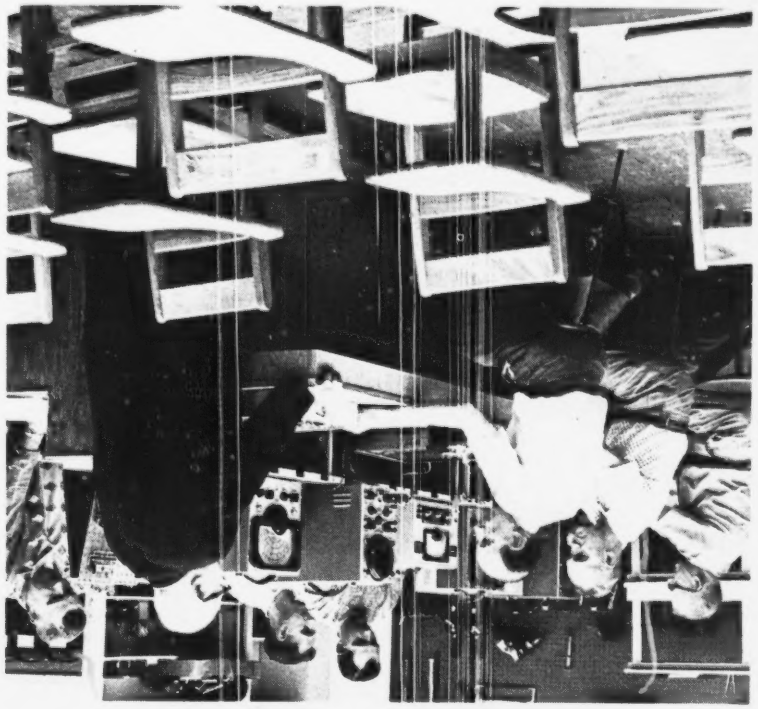
The growth of America's population, the explosion of scientific knowledge, and the mounting interest in adult education have placed unprecedented demands on public libraries. A 1963 study showed that 18 million Americans had no free library facilities available to them, and another 110 million were served by libraries judged inadequate even by minimum standards.

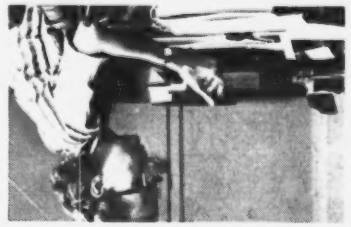
In response to these shortages, Congress passed the Library Services and Construction Act in February, 1964, allocating $25 million for books, equipment, and library operating expenses, and another $30 million for library construction during fiscal year 1965. Adding their own funds to this Federal investment, the States immediately began construction projects totaling nearly $100 million.

PROGRESS REPORT

☐ *Within 18 months after this program was enacted, 363 public libraries were under construction in the States and territories; these new facilities will serve 23 million people.*
☐ *Since December, 1963, more than 10 million books have been placed in public libraries with the help of this program.*
☐ *In that same period, library service has been improved and new service extended to an estimated 45 million people.*







BASIC EDUCATION FOR ADULTS

One out of every five Americans 18 years of age and older has completed less than eight years of formal schooling.

From these ranks of the under-educated comes a vast army of chronically unemployed. Lacking skills in reading, writing, math, and verbal communication, they cannot get and hold a job. Those who find employment earn so little that they contribute virtually nothing to the Nation's economy.

As part of its effort to wipe out poverty, Congress included in the Economic Opportunity Act of 1964 a major program to provide elementary-level education to adults. With this Federal aid, the States set up programs for the unemployed, school dropouts, migrant workers, military rejects, and members of minority groups who do not speak English.

Instruction is designed to improve the students' reading and writing ability so that they can complete employment forms and read job instructions. Pupils master basic arithmetic concepts, learn to handle units of measurement, and practice speaking before groups.

PROGRESS REPORT

☐ *In June, 1965, 43,372 adults were enrolled in educational programs established by the Economic Opportunity Act of 1964.*

☐ *By June, 1966, approximately 105,000 adults will be enrolled.*

☐ *As of June, 1965, 11 States had established a basic education program for underemployed adults. Within another year, an additional 34 States and territories will have such programs.*

HELPING STATE DEPARTMENTS OF EDUCATION

State and local debt has sky-rocketed in the past decade in attempts to improve schools and accommodate the sudden influx of postwar babies who are now filling the classrooms.

The best way to assure that our schools remain free and flexible in their ability to meet local problems is to strengthen State departments of education. Yet few States, owing to the increasing demand for school money, have been able to devote much of their educational funds to staff their departments of education properly.

Two acts—the National Defense Education Act and the Elementary and Secondary Education Act—channel funds to the States for these purposes. Under the NDEA, Congress gives States money to improve their collection of information on schools and the educational enterprise generally.

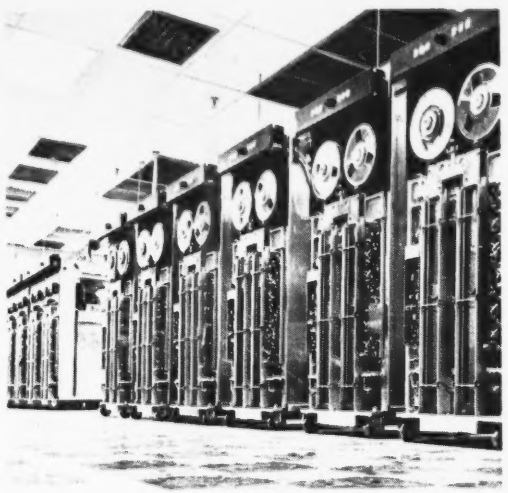
The Elementary and Secondary Act gives the States $17 million to improve their departments through research, staff training, and the employment of consultants and educational specialists for special problems.

PROGRESS REPORT

☐ *In 1963, 46 States and one Territory were using NDEA funds to improve their statistical services; since then, the program has been expanded to include three more States with an additional enrollment of 3 million students.*

☐ *Before this program was established, slow response to State questionnaires was the norm; the States now report that necessary information on their schools is received two to three times faster, and in a form suitable for immediate machine processing.*

☐ *For the first time in American history, the United States has detailed information on its teachers, including age, sex, academic qualifications, and teaching assignment.*



WGBH-TV

EDUCATIONAL TELEVISION

More than a decade ago, educators and broadcasters foresaw that television could buttress the instructional resources of America's schools and colleges; help to equalize educational opportunities throughout the States; provide a convenient way for adults to extend their education, and enrich the cultural life of the American home.

Since 1952, the Government has reserved more than 350 channels for the exclusive use of non-commercial television stations. However, only about one-third of these were in use as of June 30, 1964, mainly because of the heavy investment in apparatus required to put a station on the air.

To make sure that expense would not prohibit the development of sound projects for educational television broadcasting, Congress passed the Educational Television Facilities Act on May 1, 1962. This provides grants to help build and equip new ETV stations, and also helps existing stations finance improvement or expansion of their operations.

PROGRESS REPORT

☐ *About 16,000,000 students are enrolled in educational television courses, four times as many as were enrolled in 1963.*
☐ *More than 120 million persons in 40 States live in areas serviced by educational television today, an increase of 24 million over those in ETV viewing areas in fall, 1963.*
☐ *In 1963, 84 educational television stations were operating; today, 109 are broadcasting, an increase of more than one-fourth.*

ENRICHING AMERICAN LIFE

The purpose of Federal support for the arts and humanities is to ensure that America will be a land of beauty and cultivation, as well as of abundance, and that economic growth does not obscure the importance of continuing mental and spiritual development for all our citizens.

Leading educators have agreed that elementary and secondary school instruction in such subjects as music, theater, painting and sculpture badly needs improvement. The Office of Education has been supporting research to improve such instruction for a few years. Congress has recently bolstered the Office's efforts by passing the National Foundation on the Arts & Humanities Act.

This Act establishes two funds, one for the arts and another for the humanities. Each will loan or grant $5 million annually to support the creative and performing arts in the States, and to improve teaching in the two areas in our schools. The Act also provides money to match private donations to museums, theaters, and other cultural institutions, as well as to match State support for the arts.

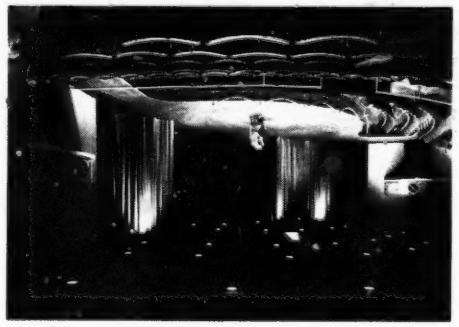
PROGRESS REPORT

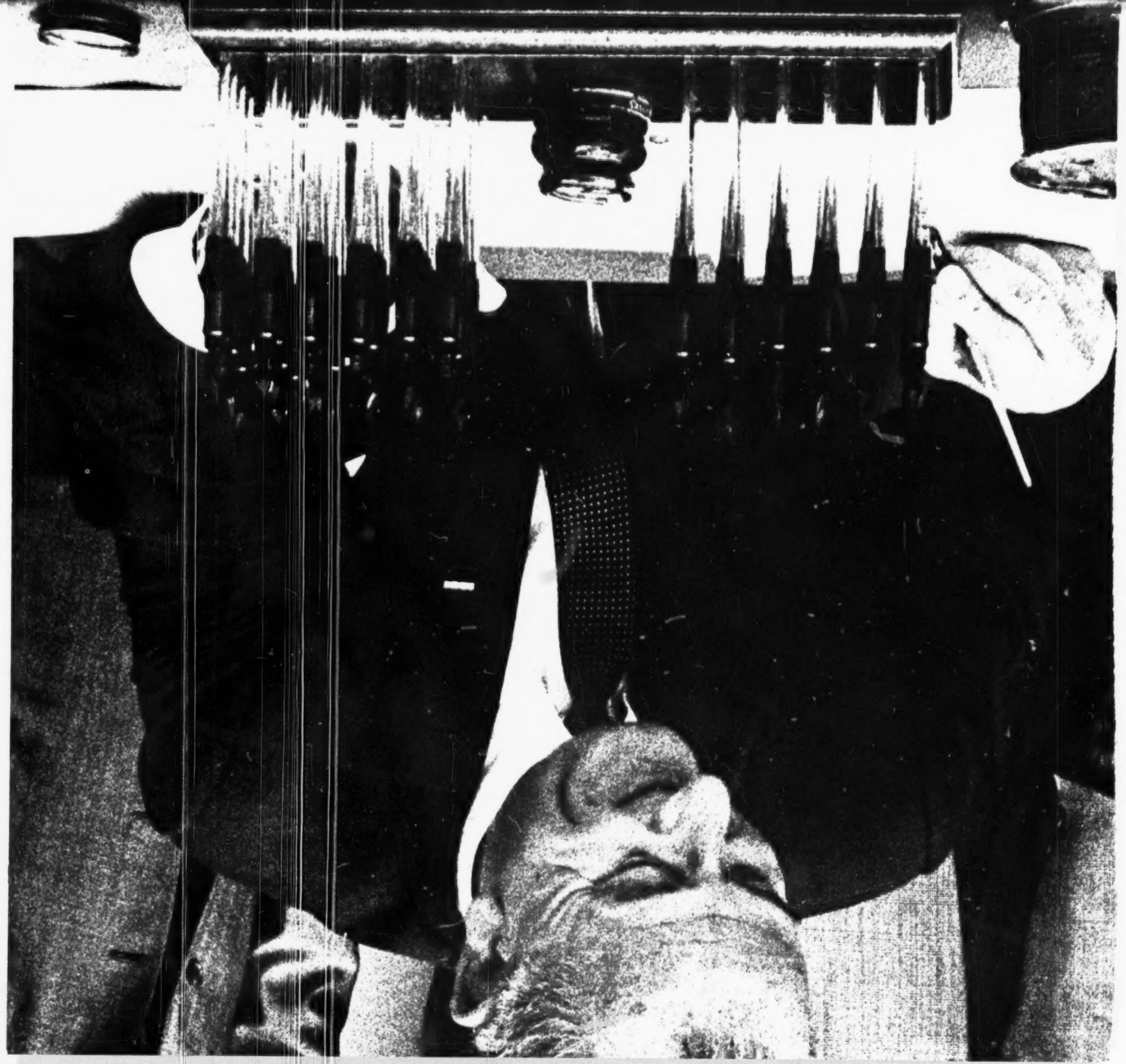
☐ *Since this program was established in 1964, more than 60 research projects have been initiated to improve the teaching of arts and humanities.*

☐ *The Juilliard School of Music is developing methods for measuring and improving the musical abilities of the Nation's 6,500,000 economically disadvantaged elementary school students.*

☐ *George Washington University is sponsoring a planning conference to examine the teaching of classical studies and to make recommendations for its improvement.*

☐ *A research and development team at Ohio State University is working on eight projects to improve the teaching of art appreciation in secondary schools.*



LANDMARK EDUCATION LEGISLATION ENACTED UNDER THE JOHNSON ADMINISTRATION

Public Law		Date of Signing
88-204	Higher Education Facilities Act of 1963	12/16/63
88-210	Vocational Education Act of 1963	12/18/63
88-214	Manpower Development and Training Act of 1963	12/19/63
88-269	Library Services and Construction Act of 1964	2/11/64
88-352	Civil Rights Act of 1964	7/2/64
88-368	Juvenile Delinquency and Youth Offenses Control Act of 1964	7/9/64
88-452	Economic Opportunity Act of 1964	8/20/64
88-579	National Arts and Cultural Development Act of 1964	9/3/64
88-581	Nurse Training Act of 1964	9/4/64
88-654	Loans to Students of Optometry	10/13/64
88-665	NDEA and Federally Affected Areas Act of 1964	10/16/64
89-10	Elementary and Secondary Education Act of 1965	4/11/65
89-15	Manpower Act of 1965	4/26/65
89-36	National Technical Institute for the Deaf	6/8/65
89-69	Juvenile Delinquency Control Act of 1965	7/8/65
89-105	Training Teachers of the Handicapped (Amends P.L. 88-164)	8/4/65
89-209	National Foundation on the Arts and Humanities Act of 1965	9/29/65
89-287	National Vocational Student Loan Insurance Act of 1965	10/22/65
89-329	Higher Education Act of 1965	11/8/65